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ABSTRACT

Integrative education is defined as education that promotes learning and teaching in nonfragmented ways that embrace notions of holism, complexity, and interconnection. Furthermore, integrative education embraces the links, rather than the divisions, between the academic disciplines (e.g., arts and sciences) and between various subjective and objective epistemologies and methods of inquiry. The chapters include personal narratives, case studies, theoretical pieces, and reports of original research. Each chapter approaches the topic of integrated education from a variety of theoretical, perspectives including complexity theory, critical theory, social constructivism, phenomenology, and postmodernism. The chapters are: chapter 1, "Developmental Dialectic of Students, Faculty, and Higher Education" (Ivan D. Kovacs and Helen J. Shoemaker); chapter 2, "Service Learning and the Liberal Arts: Restructuring for Integrated Education" (Robbin D. Crabtree); chapter 3, "Confronting the Ultimate Learning Outcome: We Teach Who We Are" (Susan Drake); chapter 4, "Transforming School Psychology: Paradigmatic Assumptions and Impediments to Holistic roles" (Dudley J. Wiest and Dennis A. Kreil); chapter 5, "Restructuring Classroom Management for More Interactive and Integrated Teaching and Learning" (Barbara Larrivee); chapter 6, "From Alienating to Liberating Experiences: A New Comer's Learning Experiences in the New Culture" (Danling Fu); chapter 7, "Recent Mexican Immigrants: Forgotten Voices in the High School Restructuring Process" (Rosalie Giacchino-Baker); and chapter 8, "Restructuring as an Integrative Process" (Sam Crowell and Renate Caine). Contains a bibliography and an index. (RJM)

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